

Chapter 9

Integration with other Adult Education and Training Activities

Section 224(b)(11) of the Adult Education and Family Literacy Act states: “Describe how the adult education and literacy activities will be carried out with any funds received under this subtitle, and how they will integrate with other adult education, career development, and employment and training activities in the State or outlying area served by the eligible agency.”

9.0 Integration with Other Adult Education and Training Activities (Section 224(b)(11))

9.1 Description of Planned Integrated Activities

CDE recognizes the significance of the *Workforce Investment Act* (WIA) legislation that facilitates the coordination of adult education, literacy, and workforce development with those of other agencies, institutions, and organizations within the state. CDE will continue to participate with other state agencies in shaping programs for educating adult learners, preparing an effective workforce, and holding adult education and workforce preparation programs accountable for results.

Legislation in California over the past few years has had a significant impact on adult education programs. The impact has resulted in increased enrollments and diverse agencies serving adult students from low-income families, individuals with disabilities, single parents and displaced homemakers, and students with multiple barriers to educational enhancement, including students with limited English proficiency. The legislation has also included an ever increasing emphasis on collaboration between agencies providing services and integration of those services.

1. CDE will access the functional level of its adult population, in conjunction with its WIA partners, including the Department of Social Services, the State Collaborative Literacy Council, and the Employment Development Department. The results of this assessment will identify common target populations to create a framework for coordinated and integrated services.
2. One example of this increasing emphasis on collaboration between agencies is found in CalWORKs, California’s welfare reform legislation that became effective January 1, 1998, and replaced the Greater Avenues for Independence (GAIN) program. CalWORKs limits the time a person can be on welfare and collect Temporary Assistance to Needy Families (TANF) funds to a lifetime total of five years. CalWORKs, like GAIN, is administered by the Department of Social Services, which contracts with local education agencies for literacy and vocational training. Continuing collaboration between the Department of Social Services (DSS) and CDE will guarantee an on-going provision of literacy and workforce preparation training for TANF clients, who are identified as one of CDE’s target populations.
3. CDE participates on the State Job Training Coordinating Council (SJTCC), which is responsible for the development of One Stop Centers which are organized through local Economic Development Agencies. In addition, the SJTCC brought together five different funding sources to establish six regional One Stop Centers. These Centers are working with local education agencies, businesses, and county welfare offices to provide services and training to low income individuals and families or dislocated workers who need assistance to move toward economic self-sufficiency. Under WIA, the number of One Stop Centers will be expanded and become one of the primary delivery systems for adult services at the local level. These collaboratives will involve participation by adult education providers, as well as employment and welfare agencies. The

educational services to be provided will include literacy and workplace literacy, with support services such as transportation and child care coming from other One Stop partners.

4. The Joint Board Task Force (JBTF) on Noncredit Community College Programs and Adult Education was established in 1996 to study the issues facing noncredit programs in community colleges and adult education programs offered through the public school system. CDE staff collaborate as partners with community college staff on the JBTF.
5. CDE is ensuring that basic education, adult secondary education, workforce literacy, and family literacy activities carried out under this *Act* will integrate with other efforts by relying on the following collaborative groups:
 - a. *State Collaborative Literacy Council*. Representatives from the California Conservation Corps, California Department of Corrections, California Department of Education, California State Library, Chancellor's Office of California Community Colleges, Employment Development Department, Governor's Office of the Secretary for Education, and the State Literacy Resource Center of California, as well as an ex-officio link to community-based organizations, California Literacy, Inc., meet to discuss strategies and collaborative initiatives to address the growing number of adults needing literacy services.
 - b. *The Policy and Issues Act Workgroup*. Adult school administrators and representatives from major educational associations work with department staff and others to address major policy issues.
 - c. *Adult Literacy Workgroup*. This work group is comprised of all major stakeholders who are involved in adult education and workforce investment activities. These include adult schools, libraries, county offices of education, community-based organizations, and community colleges. Committee members share information and work together to provide an integrated service delivery system within California.
 - d. *Data Accountability Workgroup*. Representatives from major educational associations and field based adult educators work together to develop strategies for increased accountability and compliance with Senate Bill 645 (Performance Based Accountability).
6. In an effort to increase effective integration of workforce investment activities, Senate Bill 1417, which was passed in 1994, mandates the following:
 - a. development of a performance-based accountability system for state and federal employment and training programs;
 - b. identification of strategies to link workforce preparation to the current and future economic needs of California; and
 - c. identification of an appropriate organizational structure for a statewide workforce preparation council.

Since 1997, local education agencies have worked with Private Industry Councils, JTPA prime sponsors, Regional Occupational Programs (ROP), and others to improve planning and coordination of adult education, literacy, and workforce investment services. The current infrastructure ensures increased integration of these activities on both state and local levels through WIA legislation.

7. Finally, Proposition 227 was voted into law in June, 1998, and specified English immersion classes in public schools to eliminate bilingual education for children. The legislation also provided additional funding for English language instruction for parents and other community members who pledged to tutor school aged children. This will further strengthen the link between adult education programs and the local school districts.